DOCUMENT RESUME

ED 272 033 FL 015 895

TITLE English Teaching Profile: Brazil.
INSTITUTION British Council, London (England). English Language and Literature Div.
PUB DATE Jun 86
NOTE 32p.
PUB TYPE Reports - Descriptive (141) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Creative Writing; Economic Development; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Research Projects; *Teacher Education; Technical Assistance
IDENTIFIERS *Brazil

ABSTRACT

This review of the status of English language instruction in Brazil provides an overview of the Brazilian geographic, historical, and political context and the role of English in the society in general and in the educational system. The following topics are covered: an outline of the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, vocational, and adult); the characteristics and training of English language instructors; the type and availability of instructional materials; educational administration and planning in relation to English teaching; English instruction outside the educational system; British, American, and other international support; commercial opportunities related to English instruction; language research; and other sources of information. The demand for English is likely to increase with increased economic development. Areas ready for further development of English instruction include comparative literature, translation and interpreting, English for international communication, and government incentives to improve school instruction. Areas of strength include the private commercial institutes, the "Culturas Inglesas" and binational centers, expansion within the educational system, support of English for special purposes, and study abroad as a source of English training. (MSE)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED272033



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Brice
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# ENGLISH TEACHING PROFILE

**Country:** BRAZIL

**Date:** June 1986

## BACKGROUND

Brazil is divided into five regions. These are subdivided into twenty-three states, a territory (Roraima) and a Federal District. A 1984 consensus calculated the population of the country as 137 million.

| Region | Km | Population |
|---|---|---|
| North | 3,581,180 | 5,880,268 |
| North-east | 1,548,672 | 34,812,356 |
| South-east | 924,935 | 51,734,125 |
| South | 577,723 | 19,031,162 |
| Central west | 1,879,455 | 7,544,795 |

1984 Instituto Brasileiro de Geografia e Estatistica (IBGE) Annual Book (population figures refer to 1982)

For historical and geographical reasons the economic performance of the different regions is very uneven with the north-east at the bottom of the scale and the south-east at the top; the per capita income in the north-east is about one-third of the Brazilian average.

© The British Council 1986

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the permission of the British Council, 10 Spring Gardens, London SW1A 2BN.

FL015895

Brazil has relied heavily upon the import of capital, technology and know-how, largely determined by the international market. This has contributed greatly to the current economic difficulties and enormous international debt. The problems related to the flow of profits abroad are generally considered to have deepened during the last twenty years of military rule.

Although the new (1985) civilian government was not elected by popular vote, its creation inspired a new confidence that important changes will occur. In the reform plan, emphasis is given to education, one of the areas most neglected by previous governments, as can be seen from the figures related to illiteracy and social selectivity within the school system (c.f. Pyramid of Enrolments in the 1984 British Council Education Profile and Brandão's A Escola em Questão).

## 1. ROLE AND STATUS OF ENGLISH

Portuguese is the official language at all levels and for all purposes. However, the growing presence of international capital in the economy of the country has meant that the demand for English now exceeds that for any other foreign language.

English has become crucial for scientific, technological and administrative purposes. It has also performed an important role in the consolidation of the 'cultural invasion'. Anyone viewing Brazilian television will be struck by the number of advertisements (up to four in five at peak viewing hours) that use English words, American or British pop songs, North American locations and so on. American films and songs, Portuguese translations of cheap American literature and Brazilian editions of American magazines also have a considerable impact on opinion and behaviour. An official document containing the Brazilian Government's Second Cultural Plan (II PSC 1975) expresses considerable concern about the destructive effect of this on Brazilian culture, yet admits that this is not only inevitable but also necessary. The proximity of Brazil to the United States and the ease with which American cultural values and fashions are absorbed into Brazilian culture are partly responsible for the constant and growing demand for opportunities to learn English.

### In instruction

English is not widely used as a medium of instruction except for:

a few private schools such as the British schools for expatriate children (Rio de Janeiro and São Paulo) and the American international-type schools

most English departments of universities where courses are administered in English by both native and non-native speakers

a few science departments offering postgraduate courses (e.g. Recife, (Coordenação dos Programas de Pos-Graduação em Engenharia, COPPE, Rio) administered by visiting professors. As a rule, recruiting bodies require foreign lecturers to possess a knowledge of Portuguese or Spanish; this does not apply to short-term appointments.

**As as a study language**

English is not a study language below terceiro grau. Since a foreign language is a prerequisite for admission to undergraduate programmes in Brazilian universities, English is rapidly becoming the first choice for most students sitting the university entrance exam (the vestibular). The improving supply of good textbooks in Portuguese (including translations from English) has in some fields reduced the need for English as a study language. On the other hand, the increasing dependence on foreign technological development and scientific production has meant a corresponding increase in the range of study areas where a reading knowledge (at least) of English is essential. This is particularly the case at postgraduate level in engineering, medicine, computer science, library science, and economics; and to a lesser extent in political science, and education, where, even when Portuguese is the medium of study, English terminology is used.

**In communication**

English is used for internal communication only in highly specialized fields such as air-traffic control. It is becoming increasingly important for international communication in areas such as trade and commerce, and cultural, technical, scientific, industrial and academic exchange, and training. International agencies send out most of their press releases in English. This requires a high command of English from journalists and professional translators. In journalism, however, there is considerable scope for improvement in the level and accuracy of English.

The demand for English is not purely utilitarian. The 'cultural invasion' has encouraged sympathetic attitudes towards both the English language and the culture of English-speaking countries, especially North America. This can be witnessed in the high incidence of English words in teenage slang and on T-shirts and the popularity of American and British singers, groups and songs. The English teaching profession helps to reinforce these attitudes. Even the upper middle class and socially influential sectors of society, who traditionally take pride in their inheritance of French cultural values and tendencies, accept English as the most valuable foreign language in the school curriculum. The only exception is schools preparing students for the Foreign Office (Itamarati) entrance examination, where equal weight is given to English and French. A successful career and higher living standards are associated with the ability to speak English.

Over the past twenty-five years, English has pushed French into second place as the foreign language taught in schools. In the south, where Italian and German influences are strong, the universities are applying pressure for these languages to be taught in the secondary schools. However, this will not threaten English as the major foreign language in the school curriculum.

## 2. ENGLISH WITHIN THE EDUCATION SYSTEM

**School**

First grade (primeiro grau)

English is taught in most government schools (federal, state, municipal) and in the private sector. Although it has been optional at primeiro grau since 1962, most government schools (particularly in major cities) include English in the last two years (seventh and eighth). In private schools, English is

often taught from the fifth year of first-grade level. In some places (e.g. Curitiba) English has been gradually introduced by the private sector at pre-school and primary level (first to fourth years).

In state schools, however, there has been a general tendence to remove English from the primeiro grau curriculum. For example, a recent decree approved by the Sao Paulo State Secretary of Education made English an 'Activity' rather than a full curriculum subject, so that students will not be assessed on their performance in English. The State Government argues that this will help to improve overall pass rates at this level. Since teachers have reacted unfavourably to the decree, the situation is likely to be reviewed in the near future.

Second grade (segundo grau)

The inclusion of a modern foreign language at segundo grau is compulsory, but the number of years of study and the number of teaching hours per week are not specified. A period of two years with an average of two hours tuition per week is usual.

Private institutions tend to offer a more comprehensive programme throughout the three or four years at segundo grau and more teaching time than in the state sector. No literature is taught at either primeiro or segundo grau, with the possible exception of some simplified texts or Portuguese translations of well-known works. Much is left to individual teachers.

The teaching of English at both primeiro grau and segundo grau tends to be ineffective because of:

the high numbers of students in the classroom (forty to fifty on average)

inappropriate teaching materials

small amount of classroom time devoted to the learning of English (two hours per week on average)

lack of opportunities and motivation for professional updating among teachers.

Recent research has shown that 41.9% of schoolteachers of English have never had access to professional updating. The National Teacher Training project to be carried out by some universities might rectify this in the long term (see Section 3).

The education system does not provide the complete package the 1971 reform intended. English taught at school does not enable most students to perform well in the English section of the vestibular (university entrance examination). Opportunities to learn English at an acceptable level do exist outside the system (see Section 5), but they have to be sought out by individuals and often depend on their ability to pay. This heavy reliance upon outside sources also affects other school subjects.

**University**

Undergraduate

Private institutions, with the exception of the Catholic Universities (Pontificia Universidades Católicas, PUC), tend to offer low-quality courses. This is because most 'isolated' private 'Faculties of Letters' are the product of the third-grade (terceiro grau) boom and are highly commercial. A total of

254 institutions now offer first degrees in English. These are distributed as follows:

| | Federal | State | Municipal | Private | Total |
|---|---|---|---|---|---|
| University | 24 | 8 | 1 | 23 | 56 |
| Isolated institutions | - | 17 | 27 | 154 | 198 |
| | | | | | 254 |

The assessment of students tends to vary among universities. There is an increasing tendency to adopt bi-monthly tests combined with continuous assessment, as an alternative to final examinations. Whatever the system, the failure and drop-out rates are high. At the Federal University of Rio Grande do Sul, for example, out of one-hundred students beginning a 'Letras' programme, as many as sixty have been known to fall by the wayside during the first year. The restricted job market for graduates and the relatively low salaries for English graduates engaged in teaching English may partly be responsible for this.

**Syllabuses and textbooks**

Both schools and universities have great freedom here, although this is limited by financial considerations and by difficulties in obtaining the software accompanying new textbooks. Usually the head of department, in consultation with the staff, decides on the syllabus and the books to support it. In universities these are approved by the Ministry of Education (e.g. for MA courses) and by the University Council and Departmental Faculty Committee. The English Department has full autonomy thereafter. The only exceptions to this system are in districts where language teaching has been taken out of the curriculum and is carried on in language centres (e.g. Fortaleza and Brasilia). In these cases there is some central control, decisions being made by the director of the language centre or delegated to the subject specialists.

**Supervision and inspection**

There is no official supervision or inspection of teaching at universities, beyond that of the Head of Department. The teachers evaluate themselves and discuss. The position is broadly similar at schools (except where there are language centres) but in some states (Santa Catarina and Ceara) the state secretariat inspects all subjects, including English. The Federal Government inspects private schools as a whole but has no control over teaching practices.

**English for Specific Purposes (ESP)**

ESP has been a major growth area in Brazil over the past six years. This is due in no small part to the Overseas Development Administration (ODA)-sponsored Key English Language Teaching (KELT) National ESP Project in up to twenty-five (now twenty-three) federal universities. The project at the Catholic university in São Paulo started as an offshoot to the MA programme in Applied Linguistics. A national project based at this university was set up

in 1980. ODA supported three posts: Visiting Professor in Applied Linguistics on the MA programme and two posts linked specifically to the project, one at the Catholic University in São Paulo and the other at the Federal University of Santa Catarina.

The initial emphasis of the project was on training teachers in the participating universities, in the preparation of purpose-made materials and in the teaching of mainly reading skills in English. This programme was built on the following basic structure:

preparation of teacher trainers and researchers through the MA programme

establishment of a national network of co-ordinators through the participating universities

in-house training of teams of teachers through national (involving co-ordinators), regional and local seminars

provision of short training courses at British universities for key co-ordinators and teachers (Lancaster, Birmingham and Aston)

dissemination of information and ideas through the project's journal, the ESPecialist, working papers, and newsletters.

The programme has been instrumental in the provision of ESP programmes at both undergraduate (particularly in the basic studies year) and postgraduate levels. In some instances the ESP programmes are operated with, or as an adjunct to, the English departments of the universities participating in the project. There is an increasing emphasis on providing 'extension' programmes for the local community, offering English for university administrators, computer programmers, commerce and public health. Therefore 'reading' is not the only skill upon which the programme concentrates.

The project is now entering a new phase (Phase 3) and is receiving continuing support from ODA. Its new title, Access to Scientific and Technical Information (ASTI), indicates the new orientation of the project team's work. This can be summarized as follows:

The development of resources. The two-way flow of information is crucial to the project and a resource centre has been established for this at the Catholic University in Sao Paulo. In addition to providing the fullest possible biographical information for participating universities, it seeks to acquire and disseminate teaching materials prepared by these universities.

The promotion of research into ESP and reading skills for academic purposes in general. Phase 2 of the project (post 1980) opened up several important avenues for research at MA and Ph.D. levels.

The extension of the project into the federal technical secondary schools. This is a natural outcome of Phase 2 and the role played by the participating universities through their extension programmes. Initial links with the federal technical secondary schools (one per state) have been established by a number of universities. A major focus in Phase 3 will be research into the possible applications of methodology backed up by the project's research facilities. A few ESP courses are also offered by the Culturas Inglesas*,

---

* For simplicity, both Culturas Inglesas and the Anglophile Societies (SBCI) are referred to as Culturas Inglesas. See p. 24 for further information about these.

particularly those with on-site tuition for companies at vocational training colleges such as SENAC (Servico Nacional do Comercio, Sao Paulo) and SENAI (Serviço Nacional da Industria). The São Paulo Cultura Inglésa offers ESP courses focusing on reading, listening and study skills. However, there are few ESP programmes outside the tertiary sector. Private language schools that offer English for commerce or secretaries often provide their normal course materials with the occasional job-specific text for an ESP flavour.

**English for adults (other than at tertiary level)**

Tuition is mainly through the large network of private language schools. However, many universities provide extramural programmes. The Catholic University of Rio de Janeiro, for example, has recently launched the Projeto Abertura; the only requirement is that students should take a foreign language placement test. The Catholic University of São Paulo also runs extension courses in oral English, English literature and ESP. The Federal University of Santa Catarina offers extracurricular English courses for the community, involving up to 500 students. In the first semester of 1985 the Federal University of Minas Gerais offered nineteen extracurricular English courses to 385 students. It also offers other services through its translation laboratory, including the translation of documents and papers to be presented at conferences by members of the university staff and the translation of books and articles for local publishers.

**Postgraduate studies in English**

The past ten years have produced considerable development in postgraduate studies in Brazil. Until recently only a few institutions offered MA courses. The Catalogo de Cursos 1978 published by Centro de Apoio a Pesquisa (CAPES) lists MA courses in English at the following federal universities:

Paraiba
Rio de Janeiro
Fluminense
Parana
Santa Catarina
Minas Gerais
Goias

All offer MA courses in language and literature. In São Paulo, the Catholic university offers a high-quality MA programme in applied linguistics. In the interior of the state of São Paulo, a small faculty (Bauru) also offers MA programmes in language and literature. At the Federal University of Paraiba, fifteen places are offered annually but only ten have been taken up over the past two years. Twenty-five students have been awarded MA degrees since 1977. The Federal University of Pernambuco has offered an MA course in linguistics since 1976; so far fifty-three degrees have been awarded. The MA programmes at the Federal University of Minas Gerais include both English language and Anglo-American literature.

Ph.D. programmes are offered by only three universities: the University of Sao Paulo and the Federal Universities of Minas Gerais and Rio de Janeiro (whose Ph.D. programme is temporarily restricted to students already enrolled in the programme). Minas Gerais offers Ph.D. facilities in comparative literature with Anglo-American literature as one of the sub-areas. A Ph.D. programme in English language and applied linguistics is also under consideration using the combined staffing resources of the Federal Universities of Santa Catarina, Parana and Rio Grande do Sul. About a quarter of the members of ABRAPUI (the professional association of university teachers of English, see Section 3) hold MA or Ph.D. degrees obtained either in Brazil or abroad, indicating a

substantial increase in opportunities for postgraduate studies and qualifications. In addition there have been considerable improvements in the quality of research in ELT. This has had a positive effect on undergraduate programmes, as recorded in the first newsletter produced by ABRAPUI.

Postgraduate specialization courses are offered by some universities (the Catholic University in Belo Horizonte for example) during vacations. This programme (known as Programa de Especializacao de Professores de Ensino Superior, PREPES) attracts many government schoolteachers from a wide range of subject areas, including English. The Federal University of Pernambuco offers specialization courses in applied linguistics for teachers of English. Students earn a Certificate of Specialization after following a 360-hour programme of study.

## 3. TEACHERS OF ENGLISH

### Facilities for initial and further training

Initial training is usually provided by the Faculties of Education as part of the minimum BA programme. Undergraduates taking four or five extra courses are awarded a teaching qualification which is called the licenciatura. These courses, which are usually grouped together under the title of Didactics, cover teaching methodology and techniques, general didactics, and educational psychology. Most of the smaller Faculties of Letters that offer a degree in English usually absorb these subjects into their general programme, since they have no direct access to a Faculty of Education. Students following courses at these institutions are automatically awarded a licenciatura at the end of their undergraduate studies.

The main opportunities for further professional training are in the one- to five-term teacher training courses organized by the American bi-national centres and the Culturas Inglesas. Most of these institutions offer comprehensive in-service and professional updating programmes for their staff. Most of the smaller commercial language schools also offer short training programmes, but these are usually restricted to their own staff or serve as an induction to the school's 'methods'.

At their Fourth National Seminar in 1982 (IV ENPULI) the university teachers of English language undertook to investigate closer integration between the Language Departments and Faculties of Education and the potential for working more closely with the state secretariats of education in pre- and in-service training programmes. A survey of the status quo of English teaching and the identification of possible areas of support for the state sector was made by means of a questionnaire distributed to eleven states. The questionnaire was completed by state secretaries of education, teacher trainers, teachers and students of English in the state sector. As a result of the analysis of the responses to the questionnaire, a proposal for a national project in teacher training for the primeiro grãu and segundo grãu was approved at the VII ENPULI Seminar held in Fortaleza in 1985. The chances of the project receiving support from the federal authorities are high, and a pilot project will be launched in 1986 with the establishment of three 'Nuclei' based in the universities of Brasilia, Rio Grande do Norte and Rio Grande do Sul. The Nuclei will initially be concerned with research into the needs of the state sector, in terms of both teacher training and methodology. In conjunction with, and on completion of, the research phase the project will seek to improve the teaching and learning situation at primeiro and segundo grãu through appropriate pedagogical support by the university departments of

English and education working in conjunction with the state secretariats of education.

The Federal University of Rio Grande do Sul has been offering a forty-hour retraining course for secondary school teachers since 1979. It also offers a three-semester specialization course in ELT methods and techniques for the teaching of English at segundo grau (300 hours). A similar programme is planned by the Federal University of Pernambuco (Recife) in 1986 and more universities are providing in-service specialization courses and vacation programmes for teachers of English (e.g. the Federal Universities of Ceara, Alagoas and Paraíba and the Catholic Universities of Rio de Janeiro and São Paulo).

**Status of the proficiency examinations**

An MEC (Ministerio de Educacao) decree approved on 2 August 1979 qualified holders of Cambridge, Michigan and Nancy certificates for registration as first- and second-grade teachers, as long as they complete a one-year course on didactics (complementacao pedagogica) at a recognized Faculty of Philosophy. Another MEC decree approved on 7 July 1983 (339/83) extended similar recognition to holders of the Higher Level Oxford Diploma.

Each Department of English has autonomy to decide for which subjects these students should enrol. That the decree does not clearly differentiate between First Certificate in English (FCE) and Certificate of Proficiency in English (CPE) has led to instances of holders of the FCE certificate being admitted for the one-year accreditation course. Holders of the Michigan CPE are also required to complete the three-year teacher training course offered by the bi-national centres.

The MEC decrees referred to above were initiated at a time when there was a shortage of English language teachers in Brazil. This is no longer the case and many professionals now question the need for their continuation. Universities are tending to expect complementacao pedagogica candidates to take more options from the BA programme as an entry requirement. The 'short circuiting' effect of the decrees in enabling holders of CPE to obtain a qualification rapidly is therefore being gradually eroded.

**Teaching cadre**

First and second grade

The legal minimum requirement to teach at these levels is a licenciatura but many schools accept a BA. Throughout the country, CPE holders teach at both state and private schools. On the other hand, some schools, especially in smaller towns, are forced to accept unqualified teachers who possess only a limited knowledge of the language. With the expansion of the Faculties of Letters in the interior, most teachers now hold a BA or a licenciatura, though their qualification may not be of the best quality.

University-level

The professional prerequisites for teaching in a university have changed in recent years. A Master's degree is now a minimum requirement for teaching in a university department of English. Stricter promotion criteria are forcing teachers who still do not hold an MA degree to obtain this qualification. This holds true for the federal, state and Catholic universities. At the numerous isolated Faculties of Letters however, the minimal requirements are less rigorous since the local supply of MA-qualified teaching staff is extremely limited.

## Professional organizations

The Associacão Brasileira de Professores Universitarios de Ingles (ABRAPUI), with a membership of over 500, is the most active and representative association of teachers of English in Brazil. Since 1976 it has held annual literature conferences with support from the British Council, the Fulbright Commission and the Brazilian research funding agencies CAPES (Conselho de Apoio a Pesquisa) and CNPq (Conselho Naçional de Pesquisa). ABRAPUI's language wing ENPULI (Encontro Nacional de Professores Universitarios de Lingua Inglesa) has held annual seminars since 1979, though given the current economic climate in Brazil it is likely that these meetings will now be held every two years with regionally organized programmes in the intervening year. The National Teacher Training Project for primeiro and segundo grau state schoolteachers is an example of the influence and dynamism of this association, which has also provided support for up to three ESP regional seminars per year linked to the National KELT ESP Project, and publishes a journal (Estudos Anglo-Americanos) as well as regular newsletters to its members. ABRAPUI and ENPULI seminars mainly attract university teachers. Another nationwide association, APIB (Associação dos Professores de Ingles no Brasil), has directed itself principally towards state and private schools and the commercial language schools.

A new association, affiliated to the Britannia School of Special English Studies and the International Teacher Training Institute of International House in London, started to function in 1985. It is called BATE (British Association for Teacher Education) and aims to provide pedagogic support for teachers of English in all sectors of the ELT community. It hopes to offer short in-service courses on specialist topics, consultancy services and a wide range of RSA and ITTI teacher training courses. The Federal University of Minas Gerais recently founded a Centro de Estudos Anglo-Germanicos (CEAG) which hopes to sponsor cultural events, lectures and exchange programmes.

The Culturas Inglesas in Brazil also have their own informal association, the Cultura Directors' Conference, which meets annually to discuss matters of mutual interest in the teaching, cultural and information fields. A similar association has been established by the American bi-national centres. A Brazilian Association of American Studies (ABA) was also founded in November 1984 and is now sponsored by the Casa Thomas Jefferson in Brasilia.

São Paulo has its own regional professional body - Associação de Professores de Lingua Inglesa do Estado de São Paulo (APLIESP). The Yazigi Institute - Centre for Applied Linguistics is not technically a professional association, but publishes the influential journal INTERAÇÃO A Revista do Professor (eight issues per annum). This is circulated country-wide among teachers from all sectors. The significant increase over the past ten years in the number of professional associations demonstrates a seriousness and professionalization of English language teaching that bodes well for future developments and incentives in the field.

## General

In a country where men are still supposed to provide financial support for the whole family, few can afford to opt for a teaching career where in general they can expect comparatively poor financial rewards. Therefore educational activities in Brazil, including ELT, are mostly taken up by women. Nevertheless, most women also have families to support and to earn a reasonable salary they are forced to work in more than one institution (occasionally in as many as three or four). Most teachers have at least two jobs: one at a municipal, state or federal school, the other at one of the many commercial language schools. The vicious circle of low qualifications - low salaries - low qualifications is particularly apparent among teachers of English, especially those who work in the smaller towns. Nearly all teachers are Brazilians, but

American and British expatriate teachers (as well as teachers of other nationalities) are to be found working on direct contract terms with universities. There are also a few British teachers working on temporary or permanent visas in several commercial language schools. For details of British Council recruited teachers in Brazil see Section 6.

## 4. MATERIAIS SUPPORT

### Textbooks

In general, there is an adquate supply of textbooks at all levels. Most standard British and American ELT books are available or can be ordered. Publishers send specimens to the school or university departments of English. Choices vary according to level and type of school. The rate of inflation in Brazil (200% approximately) and the unfavourable exchange rate make the purchase of books extremely expensive. Institutions have tended to cut down considerably their purchasing requirements for students or rely on the purchase of class sets of books to minimize the cost to students. University libraries are also affected by the high price of imported books and several departments with otherwise excellent postgraduate facilities are poorly resourced for basic research at MA and Ph.D. levels. Most libraries are fairly well resourced with titles published up to the mid-1970s. Thereafter the accessions tail off dramatically. Some libraries, particularly those that should be specializing in English literature and applied linguistics are so poorly stocked that it is amazing that any research is carried out.

Information provided by ELT publishers and textbook distributors in Brazil provides a clear picture of the ELT textbook market.

#### First grade

Brazilian publishers (Atica, IBEP (Instituto Brasileiro de Educ̦oes Pedagogicas) and Saraiva) take up 50% of the market in both government (federal, state and municipal) and private schools. Government schools also represent 30% of the market for the Brazilian co-publication of American texts, such as English for a Changing World, Practical English, Now You Know and I Love English. Although these books are widely adopted by private schools as well, they constitute 20% of the market for franchise publications from organizations such as CCAA (Centro Cultural Anglo-Americano), especially in the north of Brazil. Imported texts such as Odessey, Kernel One and supplementary readers are often used by private schools.

#### Second grade

Here again, Brazilian publications are the most popular at government schools, where Textos e Testes is the market leader. Brazilian co-publications of American series come next. Private schools adopt not only these but also imported publications such as New Horizons, Mainline, First Things First, Practice and Progress, and Kernel. Textbooks focusing on communicative skills are apparently also used: Functional English, Tandem, Listening Links, Cue for Communication, Learning to Listen, and React Interact.

#### University studies

Standard undergraduate courses tend to adopt the following textbooks: Streamline, First Things First, Practice and Progress, Kernel One and

Two, Access, In Touch, and Life Styles. Textbooks used at the Catholic University of Rio de Janeiro include: AKL-Advanced, Advanced Writing Skills, and A University Grammar of English. At the University of Paraiba postgraduate students learn from Longman Proficiency Skills Coursebook and Linguistics in Language Teaching.

**Culturas Inglesas**

The São Paulo Cultura Inglesa has submitted the following fairly complete list of the materials used for children, teenagers and adults at all levels and on the different courses offered to learners:

Jigsaw (1, 2)
Snap
Breakaway (1)
Target (1, 2, 3)
Play Games with English (1, 2)
Strategies Series
Grammar in Practice
Crosstalk
English Structure Practice
The Advanced Learner's Dictionary
Longman's First Certificate Practice Exams
Cassel's Student's English Grammar Exercises
Cambridge First Certificate Examination Practice
Themes
Practice your English
Practical English Usage
Points Overheard (1, 2)
Functions of English
Understanding Ideas
Advanced English Practice
Advanced English Composition
Notions in English
In Your Own Words
Challenge to Think
Challenges
That's Life (for advanced oral skills)
Up and Away (English for travel)

For the super-intensive courses, Kernel (1, 2, 3), Spectrum, and That's Life are adopted.

**Bi-national centres**

Apart from a core set of books adopted by most of the bi-national centres throughout Brazil (Yes, Odyssey, Spectrum, New Horizons, In Touch (1, 2, 3), Life Styles (1, 2, 3) the range of textbooks used in the centres in different parts of the country reflects great freedom of choice. The following is a list of the major titles adopted by bi-national centres:

Gallery
AKL
Focus on Composition
Functions of American English
Road to Reading
Building Skills for the TOEFL
Practice Tests for Michigan Certificate English
Communicate What You Mean
Points of View

Listening in Speaking Out
Read on Speak Out
Reading by All Means
English for Cambridge Proficiency
English for Secretaries
Intercom Series
Growing Up
American Kernel Lessons
English Grammar Digest
Essential Idioms in English
Mastering American English
Creative Reading and Writing
Reading Improvement Exercises for Students of English as a Foreign Language
Checklists for Vocabulary Study
How to Prepare for TOEFL
TOEFL - Test of English as a Foreign Language
Let's Write English
Beyond Language
Paragraph Patterns
The American Way
Speak Easy
Let's Learn English
Steppingstones 1-2
Close Encounters
Developing Reading Skills
Steps in Composition and Modern English
The Words You Need
Paragraph Development
What's the Story
Let's Write English
Encounter with a New World
High Lights of American Literature
So to Speak
Eye Witness

The bi-national centre in Porto Alegre seems to place special emphasis on ESP courses adapting books such as A Course in Basic Scientific English, English in Biological Science, English in Physical Science, English in Social Science, English for Travel, and Career Developments.

Commercial language schools

Children usually learn from publications developed for franchise schools (Pink and Blue) and some imported textbooks such as Reach Out, Sesame Street, Jam, Yes, Look, Listen and Learn, Jigsaw and supplementary readers.
Elementary and intermediate level students use imported textbooks: Target, Track, Odessey, Breakaway, Jigsaw, Yes, New Horizons and Visa.
Adults and advanced-level students use the Strategies series, Kernel, Streamline, Access, Meaning into Words, Cambridge Course, In Touch, Life Styles, AKL, American Streamline, and Spectrum.

CCAA, Fisk, Yazigi Institute and Curso Oxford

These big networks of language schools produce franchise material. The Yazigi Institute's Centre for Applied Linguistics has been designing and publishing ELT and test materials since its establishment in 1966.

**Other materials**

Nowadays, teaching materials other than textbooks can be placed in two broad categories. The first of these is typified by the fairly wide use of more

traditional audio and/or visual aids such as magazine cut-outs, wall charts, flannel graphs, overhead projectors, tape recorders, film strips, and slides. The second category includes the use of more expensive modern aids such as video and computers.

**Traditional audio-visual aids**

These are widely used not only at the commercial language schools, Culturas Inglesas and bi-national centres but also by the Departments of English at most universities, and the wealthier first- and second-grade private schools. Few government schools can afford these aids for classroom use. (Sometimes even chalk has to be provided by the teachers!) Language laboratories are still used in the Culturas Inglesas, bi-national centres and better commercial schools, although the current trend is to use more flexible systems such as mini-labs and listening centres carrels.

**Video and CALL**

Video is becoming increasingly popular as an audio-visual medium. Most commercial language schools offer video as part of their programmes, though there is still little knowledge of how the medium can best be exploited for classroom purposes. 'Video' all too often means viewing part of, or even an entire, feature film in English (available from video clubs) and answering questions about the story or writing a composition.

The Culturas Inglesas and some university departments and bi-national centres now offer good and, in the case of the Rio de Janeiro and São Paulo Culturas Inglesas, extremely sophisticated video facilities. Partly as a result of a jointly-funded presentation scheme with the British Council, most Culturas Inglesas are equipped and have been trained in the use of such materials as Video English, English Teaching Theatre and BBC English by Radio and Television productions such as Speak Easy, Songs Alive and Sadrina Project. Family Affair, published by Longmans, is used by some Culturas Inglesas that have adopted the Longmans Strategies series.

The preferred formats for Brazil are VHS and Betamax (Sao Paulo and Curitiba Culturas Inglesas). The compatible play-back system is NTSC in either of its two versions.

The Rio de Janeiro Cultura Inglesa has a superbly equipped audio and video studio which has produced stimulating materials. The most outstanding of these materials is its new magazine, Cultura, with news items from the branches, live interviews with visitors to Rio de Janeiro, pop video clips, documentary items, and so on. Installation of a special antenna to 'capture' British television programmes from satellites has been proposed.

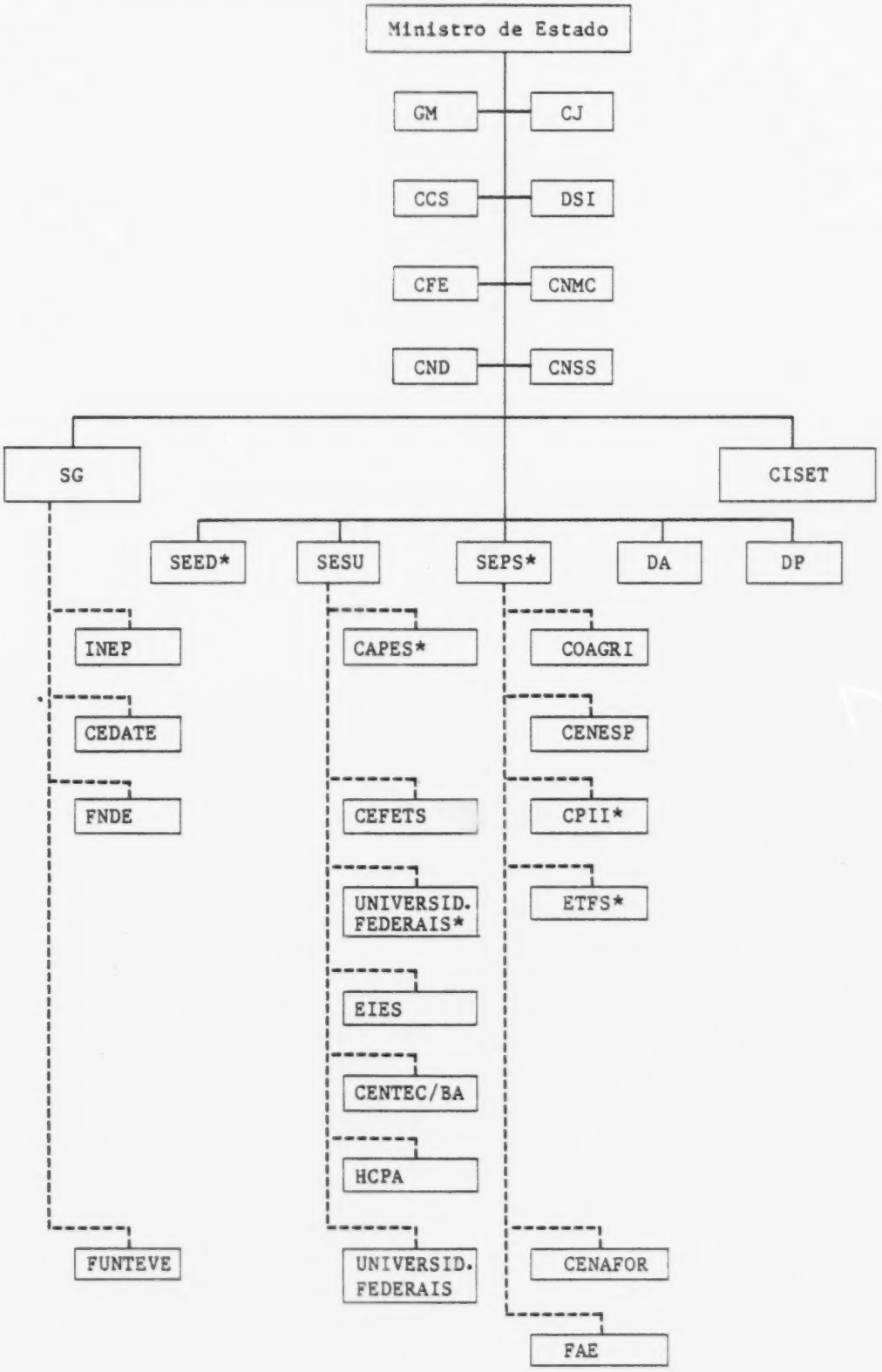
New technology with its potential applications to language teaching is attractive to those institutions that can afford it. However, this technology is a protected market in Brazil, particularly where the production of personal computers is concerned. IBM, Apple and Sinclair look-alikes are available but some ELT CALL (Computer-Assisted Language Learning) materials prepared for these makes in Britain may not function due to slight variations in the overall specifications of the equipment. However, the potential of CALL has stimulated considerable interest in TEFL and Brazil has produced one of the world's top CALL ELT specialists. CALL, however, is considered an expensive investment and, given the comparative youth of the national industry, a cautious approach is being taken to its adoption by the commercial schools, Culturas Inglesas and bi-national centres. The Culturas Inglesas in Rio de Janeiro and São Paulo have, however, both embarked on pilot CALL projects. In the commercial sector, only one school, CEL-LEP (Centro

Eletronico de Linguas - Laboratorio de Ensino Programado, São Paulo), has gone into the use of computer-based resource materials in a big way.

**Materials production**

Universities write most of their ESP materials, which are made available to other departments through the São Paulo Catholic University ESP Resource Centre (see Section 2). Teaching departments of the Culturas Inglesas produce supplementary materials for use both in the classroom and in language labs. A few of them have produced videos for internal use. All bi-national centres mainly use internally produced teaching materials.

## 5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING



The chart shows the organization of the Federal Ministry of Education.
* Indicates those institutions where there is some involvement with ELT.

**Abbreviations used**: GM - Gabinete do Ministro; CJ - Consultoria Jurídica; CCS - Coordenação de Comunicação Social; DSI - Divisão de Segurança e Informação; CFE - Conselho Federal de Educação; CNMC - Conselho Nacional de Moral e Civismo; CND - Conselho Nacional de Esportos; CNSS - Conselho Nacional de Serviço Social; SG - Secretaria Geral; CISET - Secretaria de Controle Interno; SEED - Secretaria de Educação; SESU - Secretaria de Educação Superior; SEPS - Secretaria de Ensino de Primeiro e Segundo Graus; DA - Departamento Administrativo; DP - Departamento de Pessoal; INEP - Instituto Nacional de Estudos e Pesquisas Educacionais; CEDATE - Centro de Desenvolvimento e Apoio tecnico a Educação; FNDE - Fundo Nacional de Desenvolvimento de Educação; DEMECs - Delegacias do MEC (one in each state); FUNTEVE - Fundação Centro Brasileiro de TV Educativa; CAPES - Coordenadoria de Aperfeicoamento de Pessoal de Nivel Superior; CEFETS - Centros Federais de Educação Tecnologica; CENTEC/BA - Centro de Formação Tecnologica da Bahia; HCPA - Hospital das Clinicas de Porto Alegre; COIAGRI - Coordenação Nacional de Ensino Agro-pecuario; CENESP - Centro Nacional de Educação Especial; CP II - Colegio Pedro II; ETFS - Escolas Tecnicas Federais; CENIFOR - Centro de Informatica Educativa; MOBRAL atual FE - Movemento Brasileiro de Alfabetização (Fundacao Educar); FAE - Fundação Assistencia ão Estudante.

## 6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

In 1962 an important reform of the education system took place (Lei de Diretrizes e Bases da Educação). This reform proved to be unwieldy and impracticable and was revised less than ten years later in 1971 (Lei 5692). Some analysts have related this more recent reform directly to the new lease of life experienced by the middle class during Brazil's 'economic miracle'.

Secondary education in Brazil has traditionally led to university studies. The demand for higher education, or rather, professional qualifications, has assumed dramatic proportions. The 1971 reform had, as one of its objectives, to create schools able to produce middle-level professionals without the need for a university education (c.f. Cunha's Politica Educacional do Brasil - see p.30)

This reform has neither achieved its objective nor improved educational opportunities. Its main consequences have been:

significant growth in the number of technical schools

burgeoning of private fee-paying faculties, or university-type courses, many of which are of very poor quality

increasing need for complementary training courses within commerce and industry, which might soon form a 'third' education system.

On the other hand, the 1971 reform did bring about some formal changes in the structure of the education system in Brazil (summarized below).

**Pre-school** (children under seven years of age)

| Pre-school | Federal | State | Municipal | Private | Total |
|---|---|---|---|---|---|
| Institutions | 946 | 9,084 | 8,536 | 8,870 | 27,436 |
| Teachers | 1,899 | 19,891 | 25,117 | 41,242 | 88,149 |
| Students | 46,707 | 575,780 | 692,314 | 769,308 | 2,084,109 |

**First grade (primeiro grau)**

Before the 1971 reform, there were two separate courses, the primario (four or five years) and the ginasio (four years). Since 1971 these have been combined to form a single eight-year course called 'first grade' (seven to fifteen year-olds). The curriculum at this stage is divided into a common core set of subjects determined by the Federal Government and a set of specific subjects intended to correspond to local needs. Education at this level is focused upon 'general studies'. At first grade, 95% of the institutions are government schools.

| First grade | Federal | State | Municipal | Private | Total |
|---|---|---|---|---|---|
| Institutions | 630 | 51,530 | 128,823 | 9,934 | 190,917 |
| Teachers | 6,064 | 532,397 | 295,691 | 133,823 | 987,975 |
| Students | 144,620 | 13,502,835 | 7,663,790 | 3,244,340 | 24,555,789 |

**Second grade (segundo grau)**

This is a three-year course (four years in some cases), where priority should be given to professional education. Unable to provide for this, most schools have established agreements with technical schools so that they can offer some professional training to second-grade students. The number of schools in the private sector is equivalent to 48% of all institutions concerned; 46% in the south-east.

| Second grade | Federal | State | Municipal | Private | Total |
|---|---|---|---|---|---|
| Institutions | 142 | 3,783 | 694 | 4,234 | 8,853 |
| Teachers | 8,071 | 82,290 | 10,223 | 79,770 | 180,354 |
| Students | 101,784 | 1,574,752 | 137,716 | 1,129,845 | 2,944,097 |

**Third grade (terceiro grau) or university education**

Since any university must offer a minimum of five degree courses, the best picture of third grade education can be drawn from the number of existing courses; 54% of them are offered by private institutions. The increase in the

number of isolated institutions (faculdades) that offer higher education is shown below. It is also interesting that most of these courses (almost 2,000) are in human sciences.

**Universities**

| | Federal | State | Municipal | Private | Total |
|---|---|---|---|---|---|
| Institutions | 35 | 10 | 2 | 20 | 67 |
| Teachers | 40,276 | 12,631 | 1,063 | 15,086 | 69,056 |
| Students | 328,044 | 98,371 | 17,213 | 244,232 | 687,860 |

**Isolated institutions (faculdades)**

| | Federal | State | Municipal | Private | Total |
|---|---|---|---|---|---|
| University | 997 | 267 | 46 | 454 | 1,764 |
| Isolated | 53 | 173 | 278 | 1,641 | 2,145 |
| | | | | | 3,909 |

**Postgraduate courses**

These can be offered by both universities and 'isolated' institutions:

| Postgraduation | Courses | | Certificates | |
|---|---|---|---|---|
| | MA | Ph.D. | MA | Ph.D. |
| Universities | 567 | 116 | 7,659 | 1,255 |
| Isolated | 84 | 26 | - | - |

Any future modifications in the Brazilian education system will probably maintain the basic framework. There are signs, for example, of official support for the technical schools, which might become more efficient than formal education in the state schools. The proposed liberation of state control over the fees charged by private schools might make formal education at these institutions even more elitist than at present. In terms of ELT, this is likely to mean an increasing need for ESP activities within technical schools and business firms.

## 7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

The teaching of English is relatively poorly provided for in the official education system and most of the effective learning takes place in commercial language schools. In spite of the economic 'crisis', commercial schools of English flourish in most parts of the country, in addition to a big network of American bi-national centres and some fifteen Culturas Inglesas.

There are no reliable statistics of private language schools; state secretariats cannot maintain an up-to-date register because of the frequent opening of new schools and closing down of existing ones, but it is estimated that there are as many as 600 schools in all Brazil with approximately 300,000 students enrolled at any one time.

Commercial language schools vary enormously in quality, organization and size. Some, notably the smaller ones such as the Britannia School of Special English Studies (Rio de Janeiro and Porto Alegre), the Independent British Institute (IBI, Brasilia), and the School House (Goiania), maintain high academic standards and regularly enter candidates for the Cambridge First and Proficiency Certificates. Most of the organizations though have an American approach and some have branches throughout the country. The Yazigi Institute is a large organization with a nation-wide network of schools. In addition to running its own schools, Yazigi offers a franchise to other schools and individual teachers trained in the use of its method. Yazigi's Institute of Applied Linguistics is well known for the seriousness and informative approach that it adopts through its publications and newsletters. The Fisk group of schools also maintains a large franchise network. CCAA is another franchise network whose materials and methods are aimed specifically at the teenage market.

The Rio de Janeiro-based BRASAS chain offers short and longer intensive programmes and is widely used by candidates for scholarships abroad. Intensive courses are also offered by the networks Berlitz and Feedback. Feedback is currently running an experimental 'total immersion' programme in Petropolis (Rio de Janeiro) where students spend twenty-four hours living and dreaming in a simulated English-speaking environment.

The Curso Oxford, also based in Rio de Janeiro, is almost aggressively British in its approach and has a significant number of students in its many branches. Of the 'smaller' schools, IBI in Brasilia is the largest with an enrolment of (about 3,600 in its three branches. Britannia in Rio de Janeiro and Porto Alegre) caters almost exclusively for the upper end of the market and is one of the few language schools offering classes for small groups only.

Most of these schools offer programmes in general English only. Yazigi and Lessa (São Paulo) are the leaders in offering English for Brazilians using a Brazilian context for their teaching materials and method. Only a few of these schools (mainly the smaller institutes) offer a communicative approach, though most schools nowadays offer 'video' as one of their audio-visual resources. ('Do you have audio-visual?' is one of the first questions an enquirer at any language school will ask!) The larger organizations tend to publish their own teaching materials and sell them as part of the franchise package (e.g. CCAA, Yazigi, Oxford, BRASAS).

Company teaching is almost exclusively the domain of the smaller schools or one or two firms operating from a suite of offices that specialize in this field alone. Companies are, however, beginning to take the English language learning needs of their employers more seriously. They tend to use one of three approaches. The first is to organize an in-house programme with ELT

teachers on the company payroll. Only big companies such as Souza Cruz, Xerox, Citibank and Itau Bank can afford this. A second choice would be to have a contract with one of the language schools or a freelance teacher. In Brasilia, for instance, IBI has courses running inside a few government departments such as GEIPOT (Grupo de Estudos apra Intergração das Politicas de Transporte), Banco Central and Instituto Rio Branco (Ministry of Foreign Relations). The main problem here is that most companies do not have staff qualified to make competent choices. Consequently most opt for an incentive scheme in which employees look for a suitable course and are reimbursed partly or wholly by their company.

The whole area of company teaching has considerable potential for further growth, particularly in ESP. The Britannia School of Special English Studies (Rio de Janeiro), for example, through its link with International House, has had considerable success in promoting the International House courses for commerce and industry.

Considering the gloomy financial climate in Brazil, it is surprising that the demand for language schools continues to grow. One factor that might in the long-term prejudice their business and reputations is a general reluctance of many commercial institutions to pay their teaching staff competitive and realistic salaries. Already qualified and experienced teachers are seeking greater security in the state and federal sectors where, for the first time in the history of education in Brazil, teachers are being offered better terms and conditions of service than in the private sector. Although this might mean that the state and federal sectors will possess a more 'professional' cadre of teachers, government schools will without doubt continue to have problems far beyond those of their teacher's qualifications or salaries.

## 8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

Direct and indirect British support for the teaching of English in Brazil is both massive (e.g. Cambridge examinations) and selective. The British Council's effort is being aimed at those points where the impact will hopefully be greatest; but not necessarily where the need is greatest since this would lead to an attenuated connection and a diluted spread.

In 1976 the British Council in Brazil had fourteen London-appointed officers, distributed between four regional directorates and its headquarters in Brazil. Of these, four were ELT specialists, including a full-time English Language Officer. In 1985 there were ten London-appointed officers, working in Brasilia and three regional directorates (Rio de Janeiro, São Paulo and Recife). Three of these officers are ELT specialists, only one of whom (the Director of Studies at the São Paulo Cultura) is involved full-time in ELT activities. The post of English Language Officer has been conflated with that of Regional Director Rio de Janeiro and the distribution of activities between ELT and other British Council duties is about 50:50.

In 1976 the British Council recruited six staff on 'formula' terms to lecture in undergraduate and postgraduate programmes in the federal universities. 1985 saw the closure of the final formula post. The Rio de Janeiro Cultura Inglesa has a contract staff of twenty-three, recruited in Britain; in 1985 there were six. At the São Paulo Cultura Inglesa nine posts were recruited through the British Council; in 1985 there were five posts.

Within this framework of reduced teacher resources the principal ELT operations are as follows:

Support to the KELT national ESP project, now entering Phase 3 (see Section 2). This involves the recruitment and administration of two ODA-funded posts based at the Catholic University of São Paulo the co-ordination of programmes for visiting British specialists working with the KELT team in regional and local seminars and the short-term (three month) fellowship scheme for co-ordinators and senior staff in the participating universities (Lancaster, Birmingham, etc.)

Rebuilding links with the federal universities through a link scheme with the University of Birmingham and other British universities in the fields of English language, literature and applied linguistics at postgraduate level. These schemes are, or will be, supported by the Brazilian Ministry of Education funding agencies, CAPES and/or CNPq. They involve: secondment of British university lecturers to federal universities for up to four months; sponsorship of specialist short-term visitors to Brazilian universities; provision of short-term (up to three months) and long-term (up to one year) fellowships for key staff working in association with the scheme; and assistance with the development of research facilities (particularly research libraries).

Working in association with ABRAPUI and its English language arm, ENPULI, in the development of a training project for the teachers of English in the state sector, through the provision of bibliographical support and visiting specialists (see Section 3).

The promotion of the teaching and study of English literature through a joint-venture literature project between the Council and CAPES, the identification of British specialists for the annual ABRAPUI English literature seminar, and assistance through book presentations to departments of postgraduate studies.

The provision of support to the fifteen Culturas Inglesas that form part of the Cultura Directors' Conference (CDC) see below.

These key areas of British Council involvement in English Language and Literature Teaching (ELLT) reflect an attempt to maintain as effective a profile as possible within severe financial and staff constraints.

Among the more routine activities, which in many cases provide support to the key areas identified above, are:

Staff recruitment

Recruitment of staff, including headmasters, heads of department and subject teachers, usually on 'guaranteed contract' terms for the British (English-medium) schools in Rio de Janeiro and São Paulo. At present twelve such posts are filled.

Fellowships in ELT

Limited provision of short and longer term fellowships in ELLT not specifically linked to any of the key areas or schemes mentioned. Various bursary schemes also exist. British Airways offers nine tickets to Britain for top scorers in FCE and CPE from the Culturas Inglesas. Three of these tickets are linked to a one-month study fellowship offered by the University of Cambridge Local Examinations Syndicate. The Bell Schools also offer bursaries for Cultura Inglesa teachers to attend their course for teachers of English at Saffron Walden, UK. The Council matches these bursaries with two short-term study fellowships for the Bell teacher training programme. The Anglo-Continental School of English in Bournemouth, UK, offers up to two scholarships each year for Cultura Inglesa teachers from Brazil.

## Seminars and courses

The British Council occasionally assists with the organization of seminars and short courses in collaboration with universities, Directorates of Education and the Culturas Inglesas. This is in addition to the support given to the KELT ESP Project and ABRAPUI. These courses are either given by British Council ELT specialist staff or by the staff of the university departments and Culturas Inglesas sometimes supported by a British Council-sponsored visiting specialist.

## Libraries

The British Council maintains an ELT reference library in the English Language Officer's office in Rio de Janeiro. The KELT ESP Project is developing its own resource centre at the Catholic University of São Paulo. The resource centre has an archive of teaching materials produced by the teams at the twenty-three participating universities, which is circulated on request to other university departments, and is building up a library of books, periodicals and articles to support ESP research projects.

## Films and videos

The British Council maintains a film and ELT Film Library of about 800 films. They are stored in the Rio de Janeiro office and are available throughout the country at educational and professional institutions. There is considerable demand for video productions and the film library is gradually being replaced by up-to-date video materials which include the entire BBC television Shakespeare Series and a reasonable selection of ELT video materials.

## English by radio and television

Activity in this area is minimal, though the successful BBC English by radio and television series Follow Me might be shown on a major national television network in 1986/87.

## ELT materials and books

The presentation of materials and books by the British Council is becoming increasingly linked to specific projects. The Council has provided generous support to the Culturas Inglesas through the presentation of books and materials for the setting up of information centres about Britain. Support to the Culturas Inglesas has often included shared-cost presentation schemes of ELT and video materials (e.g. Video English and Television English).

## ELT book exhibitions

A summer school or short course will normally be supported by a book exhibition. Copies of standard textbooks are sometimes presented to participants (e.g. ABRAPUI seminars). When a touring exhibition has outlived its usefulness, it will usually be broken up and presented to selected institutions. There were eight exhibitions on tour in 1983/84 including one on ESP. Of the four exhibitions on tour in 1985, only one was specifically devoted to ELT books. The British Council office in Rio de Janeiro has a comprehensive library of contemporary British theatre. This collection will ultimately be broken up and presented to the Theatre Resource Centre at UNIRIO (Rio de Janeiro) and postgraduate departments of English literature specializing in contemporary British drama.

Drama tours

There have been occasional British Council-sponsored visits by British drama groups (1985: Kemp's Jig, London Actor's Partnership). Two very successful tours of Brazil were made by the English Teaching Theatre in 1983 and 1984, which included workshops for teachers. The British Council also provides some support for local amateur dramatic groups and professional Brazilian companies putting on translations of British plays (e.g. 1985 Rio de Janeiro: As You Like It; Masculino e Feminino - a comparison between Shakespeare and several British dramatists; Taste of Honey; Time and the Conways; Rose).

Education consultant services

These are offered to local education authorities in the form of advice and lectures. The newly established BATE (see p.10) hopes to offer a wide range of consultancy services and training programmes in ELT. The São Paulo SBCI is also increasingly active in this field.

Computers

Presentations of ELT hardware and software are made to selected institutions - normally those where there is already an ELT commitment.

The Culturas Inglesas

The British Council maintains close relations with the Culturas Inglesas or Anglophile Societies, of which there are currently fifteen in Brazil (Rio de Janeiro, São Paulo, Curitiba (PR), Belo Horizonte (MG), Juiz de Fora (MG), Londrina (PR), Campo Grande (MTS), Franca (SP), Ribeirao Preto (SP), Natal (RGN), Recife (Pe), Joao Pessoa (Pb), Uberaba (MG), Maceio (AL), and Aracaju (SE)). Maceio and Aracaju are in the process of applying for membership of the Cultura Directors' Conference. There are similar institutions at Fortaleza (Casa de Cultura Inglesa - an extension department of the Federal University of Ceara and the Centro de Cultura e Lingua Inglesa, Nova Friburgo - a former branch of the Rio de Janeiro Cultura). These institutions, which are responsible for the teaching of English to over 60,000 students and have a teaching staff of approximately 1,000, can be roughly divided into two groups; the Sociedades Brasileiras de Cultura Inglesa (SBCI) which are run by a board of directors and function as autonomous non-profit making societies, and the most recent 'Culturas', which have subsequently become essentially non-profit making. The larger SBCIs in Rio de Janeiro and São Paulo pre-date the British Council in Brazil; both have recently celebrated their fiftieth anniversaries and between them boast a student population of 46,000. The Rio de Janeiro SBCI has nineteen branches, including two in Brasilia, while the São Paulo SBCI has twelve, including branches in Santos and Campinas. A small Cultura will typically have 400-600 students, and those in the middle range have 2,000-4,000 students. Given the different historical and administrative structures of the SBCIs (those managed by a board of directors, e.g. Rio de Janeiro, São Paulo, Londrina, Belo Horizonte, Campo Grande, Franca, Ribeirao Preto, Juiz de Fora) and the other institutions, it is useful to define the minimum standards to which they all pertain, as agreed at the Cultura Directors' Conference held in Curitíba in 1985, as follows:

They should be centres for the Cambridge examinations and seek to:

offer the highest professional standards possible under local conditions

invest in training, specialization and professional enhancement of the staff

promote information about Britain, British culture and the English language in general

be closely identified with the cultural and academic needs and interests of the local community

offer as rich a cultural programme and environment as possible, subject to budget constraints and the local situations

show visible signs of reinvestment in premises and facilities

have a predominantly British atmosphere and orientation, discernable through methodology, course content and materials, including the preparation for recognized British examinations

maintain links with the various offices of the British Council to preserve the flow of information between Britain and the participants of the Cultura Directors' Conference.

The Cultura Directors' Conference represents an important development in the relationship between the many diverse independent and autonomous institutions that make up the Cultura network. The three main activities - English language teaching, promotion of cultural events, and dissemination of information about Britain - are areas in which the British Council co-operates closely with the Culturas Inglesas. The amount of direct support received from the British Council, however, varies from Cultura Inglesa to Cultura Inglesa. In Sao Paulo the Regional Director is also Superintendent General of the Cultura Inglesa, which also employs a seconded, London-appointed officer as its Director of Studies and uses the services of the British Council's Assistant Regional Director (Assistant Superintendent General). The Cultura Inglesa provides office space and staffing for the Anglo-Brazilian Information Service (ABIS) and the British Council's Science Officer. In Rio de Janeiro the British Council's Regional Director is an ex-officio member on the Cultura's Board. British Council involvement with the Culturas Inglesas includes:

sponsorship of visiting lecturers for the annual Cultura Directors' Conference seminar

assistance with bringing specialist visitors for consultations or running seminars

short-term or one-year fellowships to complete in-service training in Britain

assistance to attend international conferences (e.g. First International ELT Seminar for Latin American British Cultural Institutes, LABCI)

cost-shared ELT hardware and software presentations.

The larger SBCIs possess impressive libraries, the most comprehensive being that of Rio de Janeiro with over 67,000 books and some eighty-two issues of periodicals (thirty-two titles) in 1984. The São Paulo Cultura Inglesa has a well-stocked and up-to-date ELT library and has smaller libraries in all its branches.

SBCIs/Culturas Inglesas and external EFL examinations

As can be seen from the minimum requirements for membership of the Cultura Directors' Conference, the SBCIs and Culturas Inglesas are the University of Cambridge Local Examination Syndicate's approved examination centres in Brazil

(three centres, Florianopolis, Goiania and São Luis do Maranhão, are not connected to a Cultura). There are now seventeen Cambridge Examination Centres throughout the country with a high annual entry of candidates. In June 1983 for example, 1,557 candidates sat the FCE examination while in December of the same year the number rose to 1,600. In the same year 347 candidates sat the June CPE examination, while 656 entered for the December examination. Other British examinations for which the SBCIs and Culturas enter candidates are the UCLES Preliminary English Test (PET), the Oxford Higher Certificate (OHC), ARELS and RSA certificates and the English Language Testing Service (ELTS). Some Culturas also offer courses that are not necessarily orientated towards any foreign examination.

**Pre-service and in-service teacher training**

The larger Culturas Inglesas (Rio de Janeiro and São Paulo) have their own teaching department with regular pre-service and in-service training programmes for their teaching staff. Several of the smaller Culturas either conduct their own teacher training courses or arrange seminars for local teachers of English. The São Paulo, Curitiba, Belo Horizonte, Fortaleza and João Pessoa Culturas Inglesas co-operate closely with their local federal, Catholic or state universities and many of their teachers work both in the Cultura Inglesa and at the University. The São Paulo SBCI offers a course for the RSA Preparatory Certificate for Overseas Teachers of English (as does BATE in Rio). The Rio SBCI offers a programme for the RSA Dipl:TEFL (FE Scheme). Several Culturas Inglesas (e.g. São Paulo, Rio de Janeiro, Curitiba, Belo Horizonte, and Campo Grande) offer scholarships and bursaries for staff to attend academic courses or summer schools in Britain. They are prestigious organizations and are often regarded locally as the semi-official representations of British culture - indeed in the public mind there is only a blurred distinction between the Culturas Inglesas and the British Council. By and large their teaching operations are exemplary and their role as the promoters of British approaches to language teaching and methodology together with their combined student enrolment make them a major force in ELT in Brazil. The number of trained teachers emerging from Cultura teacher training courses may be fairly small compared with the number of students graduating as teachers from the universities, but their influence is considerable, the quality is high, and the multiplier effect incalculable. All this fully justifies the strong support that the British Council gives to the Brazilian Culturas Inglesas.

## 9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

**Bi-national centres**

The bi-national centres are the American equivalent of a Cultura Inglesa. None of them is as large as the two giant Culturas Inglesas in Rio de Janeiro and Sao Paulo but otherwise they have a similar outlook and status. There are about sixty bi-national centres in Brazil, only sixteen of which are actively supported and recognized by the American Studies Office of the United States Information Service (USIS). Over 65,000 students learn English in the sixteen major centres, the most important of which are:

Casa Thomas Jefferson (Brasilia)
Instituto Brasil Estados-Unidos (Rio de Janeiro)
União Cultural Brasil-Estados Unidos (Sao Paulo)
Instituto Cultural Brasileiro Norte Americano (Porto Alegre)

The forty-five or so 'unrecognized' centres are merely acknowledged by USIS and kept on mailing lists for publications such as FORUM. USIS is mainly concerned with cultural activities but the sixteen centres function principally as language teaching institutions. Like the Culturas Inglesas, all the Centres derive their funds from students' fees and use some of these to finance their cultural work. A coligação or association of bi-national centres, a rough equivalent of the Cultura Directors' Conference, was founded in 1983 and meets annually to discuss common problems and interests.

The largest bi-national centre is Instituto Brasil-Estados Unidos (IBEU) in Rio de Janeiro with over 17,000 students and a strong and varied language teaching and cultural programme. Founded in 1937, it has six branches in Rio de Janeiro and an historical connection with USIS which provides some support and occasionally supplies branch directors. Most of the teaching staff, including American nationals, are hired locally. All teachers receive periodic training, on-going pedagogical support and orientation through the Department of Courses. IBEU, in common with the other major centres, is a centre for the University of Michigan CPE, the Teaching of English as a Foreign Language (TOEFL) examination, the Graduation Record Examination and the Graduate Aptitude Management Test (the examination of the Educational Testing Services in the USA). Students can enter for the Michigan CPE after four years of study and a preliminary test. In 1984 there were 678 candidates at IBEU, 515 of whom went on to take the final examination; 335 passes were awarded. In addition to regular courses, IBEU offers intensive and ESP programmes. It is the only large institute in Rio de Janeiro offering courses in translation. It sends a few teachers to the USA each year for short courses and summer schools and organizes annual seminars in Brazil with varying USIS participation. The cultural programme includes exhibitions, lectures, music recitals, film shows and choral music (it sponsors two choirs). Its library currently holds 32,000 volumes and it publishes its own journal.

A similar pattern of activities is carried out by all the 'big four' bi-national centres. The Casa Thomas Jefferson in Brasilia, however, is directly responsible to USIS and houses the USIS Information Centre and Library as well as the Cultural Foundation and English Language Institute with nearly 4,000 students. The Instituto Cultural Brasil Norte-Americano (ICBNA) in Porto Alegre is the only bi-national institute in Brazil which opts for an approach that is neither totally British nor totally American. The emphasis is upon English as a means of international communication. Hence both American and British textbooks are used; the methodology and approach employed tends to be more British than American. The Centre's library is building up a large section of English as opposed to American literature and it shows British Council films and promotes British Council-sponsored cultural events (e.g. 1985: English Teaching Theatre, Chris Harris's Kemp's Jig, and David Glass's mime show). The Centre is also active in training state schoolteachers and runs special-interest seminars, a recent example of which was a programme based on the series 'Scenes from Shakespeare's Plays' held in June 1985. The seminar was attended by 140 teachers. British visiting lecturers are also frequently invited to give talks and seminars at the Centre. The 'Starting English Teaching Shelf' in CBNA's library has 400 titles, including periodicals, many of which are British publications.

In São Paulo, UCBEU is the official bi-national centre and is accommodated in large and impressive premises off the new Avenida Paulista commercial area of the city. It has ample library and exhibition facilities and a large auditorium. The average enrolment of students is 7,000. The Alumni Association, which is also situated in São Paulo, although not officially recognized, adopts a bi-national centre approach and enjoys a good reputation as a teaching centre.

Most of the activities of the American Studies Office of USIS are directed towards the tertiary sector and the teaching of American literature in particular. This office supports English language activities only as an aid to the study of literature. It is involved with some 130 universities and faculties, carrying out advisory services and helping to set up English language programmes. It has a contact list of some 350 teachers of English and American literature. Its officers travel widely and offer two-day to one-week courses on American literature and English language.

**The Fulbright Commission**

This sponsors several visiting professors at the federal universities. In 1985, the Commission brought five visiting professors to Brazil to conduct courses in American or comparative literature. It does not have, and for a number of years has not offered, grants for Brazilians or Americans specializing in teaching English language, but does provide occasional support for studies in linguistics. The two American specialists in linguistics brought to Brazil by the Commission in 1985, related the subject to literature or anthropology. The Commission was the original sponsor of the ABRAPUI seminar, but in recent years has merely collaborated with initiatives of ABRAPUI in a minor way, helping with the recruitment of specialists for the ABRAPUI and ENPULI annual gatherings. An important form of support to the development of ELLT in Brazil, though, is the 'Courtesy Ticket' programme sponsored by Fulbright for research trips to the United States.

**American Field Service and Youth for Understanding**

These two private programmes operate separate student exchanges on a substantial scale. American Field Service provides full support for teenagers wanting to study in an American High School, for six months or more. The selection of candidates for this programme is strict and includes a tough English test. Youth for Understanding does not pay for the air fares, which means that students have to be able to meet this expense.

The USA is becoming more active, particularly in the promotion of American literature through generous support in terms of grants (scholarships, aid to publications, etc.) and visiting professors to the federal university post-graduate departments (particularly those with which the British Council has traditionally been associated through its 'formula' lecturer programme). However, the British Council has maintained its professional ELLT presence, and is generally considered to create the right sort of profile. There are more Americans than British in the field of ELT but the British presence is probably more consistent and more balanced in its language, literature, applied linguistics and cultural activities.

## 10. OTHER AGENCY SUPPORT

ELT activities are also supported by agencies such as ODA (Overseas Development Administration), CNPq (Conselho Nacional de Pesquisas) and CAPES (Conselho de Apoio a Pesquisa). ODA, for instance, finances the visits of British specialists to ESP seminars. CNPq has provided funds to help with travel to regional and national seminars, particularly to universities associated with the national ESP project. Travel grants for this purpose are increasingly difficult to come by and this is having a detrimental effect on the annual seminars organized by the major professional associations. At the 1985 Fortaleza ENPULI Seminar, it was decided not to hold another gathering until 1987 due to the financial hardship suffered by delegates having to pay

their own travel costs. CNPq and CAPES have also been providing awards for study in Britain, although priority is given to science and technology: only five of the 206 award holders in 1985 are studying language and literature in British institutions.

## 11. COMMERCIAL OPPORTUNITIES

These are minimal in Brazil given the difficulty involved in setting up a foreign-owned enterprise, and the stiff requirements for obtaining working visas. The only venture of note is the affiliation of BATE to International House's ITTI and there is perhaps some potential for co-ventures with established Brazilian institutions. Opportunities also exist for co-publication projects (e.g. Longman and Editora Abril) but publishers tend not to be too keen on such ventures, given the difficulty in remitting funds back to Britain. The most successful ELT publishers in Brazil are those with permanent representation in the country and strong publication lists (e.g. Longman, Oxford University Press and Addison-Wesley).

Despite the economic recession, the number of Brazilian students going to study in ARELS/FELCO schools or courses in Britain is still fairly high. Leaders in the field are Bell College, ACSE Bournemouth, the Kings School Group and International House, all of whom have established firm contacts with travel agencies and airlines and possess local agents, and whose marketing representatives are regular visitors to Brazil.

## 12. CREATIVE WRITING

None.

## 13. CURRENT RESEARCH

Valuable research in English studies has been carried out at the universities, especially at postgraduate level. Although the titles still reveal a strong tendency towards literary studies, there has been a significant increase in the number of students working on themes related to linguistics and ELT. An applied linguistics programme (LAEL) is in progress at the Catholic University of São Paulo. Ph.D. programmes in linguistics have already been started at the Catholic University of São Paulo, UNICAMP, and the Federal University of Rio de Janeiro. A substantial body of research into ESP is now documented by MA and Ph.D. theses held in the Resource Centre at the Catholic University of São Paulo; a register of research is also available to enquirers. The increase in the number and quality of ELLT and applied linguistics periodicals produced by the federal and Catholic universities in Brazil indicates that research at the Brazilian universities is improving from year to year (e.g. the Catholic Universities, UNICAMP, and the Federal Universities of Santa Catarina and Minas Gerais).

The Centro de Linguistica Aplicada (Yazigi Institute) produces materials and disseminates information at a more practical level. The SBCIs in Rio de Janeiro and São Paulo are continuously working on in-house ELT materials. The Rio de Janeiro Cultura Inglesa is also engaged on a research project on classroom management and discourse and is being helped in this by staff of the University of Lancaster.

## 14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION


1. Instituto Brasileiro de Geografia e Estatistica (IBGE) Annual Book (1984)

2. The British Council, Education Profile in Brazil, Editorial Section, Central Information Service, December 1984.

3. Cunha, Luiz Antônio. Politica Educacional do Brasil: A Profissionalizacao no Ensino Medio. Eldorado Rio de Janeiro 1977.

4. Brandão, Zaia et al. Evasão e Repetencia no Brasil: A Escola em Questão. Achiame, Rio de Janeiro 1983.

5. Gomes de Matos, F. Lado's Influence on English Language Teaching Brazil. In The Lado Festschrift published by John Benjamin's, Amsterdam 1985.

6. ENPULI Proceedings. The Catholic University of São Paulo's volume (1983) and the Recife Proceedings (1984).

7. Universidade Federal de Santa Catarina, Ilha do Desterro.

8. Universidade Federal de Minas Gerais, Estudos Anglo-Germanicos.

9. Pontificia Universidades Católicas.

10. The ESPecialist Catholic University of São Paulo, KELT Project Seminar Reports and Working Papers.

11. The Catholic University of São Paulo's list of MA dissertations in English Language.

12. Cultura - SBCI Rio de Janeiro.

13. Forum - SBCI São Paulo.


## 15. GENERAL STATEMENT

Despite the economic difficulties through which Brazil has been passing, it will continue to attract foreign investment. The greater its importance for the international market, the stronger will be the need and demand for English. Where formerly training in fields demanding fluency in a foreign language was largely carried out abroad, the considerable expansion of the country's own education institutions and systems over the past thirty years or so means that technical training of all kinds is increasingly being carried out in Brazil itself and by ever increasing numbers of trainees. The same is true for the development of postgraduate programmes at the federal and Catholic universities particularly at MA level. The tendency over the next decade is likely to be one where confidence in the value of a Brazilian qualification is likely to strengthen with a consequent expansion of the scope and potential for the development of further centres for Ph.D. studies.

Four areas appear ripe for further development:

1. Comparative literature is a growth area spurred on by the success of similar developments in Latin American studies.

2. There is an increasing interest in translation and interpreting as an alternative to the traditional English teaching, bilingual secretary outlets for English graduates. Exciting pioneer work is already being done by the Catholic University of Rio de Janeiro and similar programmes are likely to develop in other universities and institutions.

3. The important role of English as a language for international communication and as a tool for education could also have interesting potential, particularly in the government school sector. One or two projects are already under way using a familiar Brazilian context as the main input into the English language curriculum.

4. Incentives such as those taken by ENPULI in its primeiro, segundo grau teacher training project are likely to help government schools with the teaching of English.

There is considerable scope for a more professional approach to English language learning needs in large companies and government enterprises.

The main strengths of the ELT situation in Brazil are as follows:

Private commercial institutes

These form the backbone of ELT in Brazil. They operate on a supply-and-demand basis and can react far more swiftly than the state network. The large number of institutes and the comparatively high cost of tuition indicate a continuing and expanding demand for English in the professions.

The Culturas Inglesas and bi-national centres

These not only provide English of a high standard but also tend to be the principal innovators in language teaching materials, techniques and methodology. Those with teacher training departments tend to produce leading national experts in the field. Since opportunities to use English outside the classroom are limited, the cultural activities that they offer are particularly important.

Within the education system

The better resourced universities have, for some time, been trying to reverse their situation vis-a-vis the commercial language schools and the British and American bi-national centres. The expansion of research and postgraduate studies will continue to be important. The establishment of ESP servicing departments in the federal universities and the ways in which these services are spreading to the federal technical secondary schools and programmes designed specifically for the local community are also encouraging.

Study abroad

Study abroad will continue to be a major source of training and professional updating for those who are lucky enough to obtain one of the comparatively few grants available, or who can afford to pay. There are, however, positive signs that the universities in particular are becoming increasingly aware of the need to develop a research capability within well-defined areas related to their own departmental needs.

The sheer size of Brazil and its distance from the English-speaking countries means that professionals tend to feel isolated, not only from each other but also from major developments in their profession and research related to it. The basic questions that a primeiro grau schoolchild from the interior of Brazil might ask, 'Why should I learn English?' and 'When will I ever need to use it?', are still perhaps not fully answered. The new emphasis on the development of reading skills in English at school, the search for more relevant applications of a good knowledge of English, and the gradual shift away from the specifically American or British cultural focus towards a view of English as a world language might go way towards providing an answer.